Week At A Glance CELL Model

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Unit: 5 Grade 2  Week: 3 | Focus Standards:   * + - **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.     - **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.     - **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | | |
| Student Objectives:   * + - Compare a poetry version and a prose version of the same Pied Piper legend.     - Retell folktales from diverse cultures, determining their central message or lesson.     - Write imaginative narratives in which they tell a well-elaborated story. | | | | | |
| Terminology: Narrative, character, setting, plot, Folktales, Legends | | | Comprehension Strategy: clarifying, inferring  Genre Focus: Folk Tales | | |
| Read Aloud | | Shared Reading | Guided Reading | Independent Reading | Word Work/Phonics |
| * Pied Piper: <http://www.indiana.edu/~librcsd/etext/piper/05.html> * Pied Piper (book) – Steven Kellogg * Stories From Around the World – Chris/Cleo | | * Poem: <http://www.lone-star.net/mall/literature/rls/LandofCounterpane.htm> * Poem: <http://www.lone-star.net/mall/literature/rls/At-the-Sea-side.htm>   Poem: <http://www.lone-star.net/mall/literature/rls/MyBedisaBoat.htm> | see list from bookroom | * Read to Self * Assess for appropriate level | R Book: **Sequential Phonics: lessons 126-127 (review)** |
| Interactive Writing | | Independent Writing | Vocabulary | Assess/Rubrics | Technology |
| * graphic organizer comparison of same stories, different versions | | * Write a narrative | * Character * Folktales * Nouns * Plot * Setting * Conclusion | * spelling * YPP * guided reading placement   CAFE | Video:   * Anansi – NU center |